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ABSTRACT

The Toledo Partnership Committee for Teaching, created to improve teaching and preservice teacher education, includes representatives from Bowling Green State University, the University of Toledo, the Toledo Federation of Teachers, the Toledo Association of Administrative Personnel, the Toledo Public Schools, and the Toledo Catholic Schools Office. The Committee developed, distributed, and analyzed the results from two surveys on classroom management skills. The first was distributed to current classroom teachers in the Toledo public and parochial schools, the second was dispersed to current supervisors of new and/or student teachers. Each survey listed the same 46 classroom management skills and required ratings for each skill on the basis of importance to effective classroom management. Initial analysis of the survey results involved identifying those skills both teachers and supervisors considered important to effective classroom management. Further analysis focused upon preservice preparation. This paper describes the formation and goals of the Partnership Committee and discusses the results of the two surveys. A description is given of an exemplary course in classroom management strategies and recommendations are made for implementing the course. Copies of the surveys are included as well as a list of classroom management skills identified as important by survey respondents. (JD)

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ED268081

# Upgrading Classroom Management through the Toledo Partnership Approach

## A Presentation for 1986 National Meeting American Association of Colleges for Teacher Education

February 27, 1986
Chicago, Illinois

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College of Education and Allied Professions
Bowling Green State University

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Diocese of Toledo

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McTigue Junior High School

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Outcome to Date of Subcommittee (Separate Handout)


The handout listed above was not included in the copy received by ERIC.

# Partnership Committee for Teaching Roster

Bowling Green State University
- o Dr. Donald Chase, Associate Dean
  College of Education and Allied Professions
- o Dr. Margaret Ishler, Professor of Education
  Curriculum and Instructions
  College of Education and Allied Professions

Catholic School Office
- o Sr. Julia Marie Hutchison, SND, Assistant Superintendent
  Diocese of Toledo
- o Sr. Sharon Pollnow, Principal
  St. Catherine's School

Toledo Association of Administrative Personnel
- o Mrs. Kay Ladd, Assistant Principal
  Macomber/Whitney High School
- o Dr. Bonnie Sloan, Principal
  Edgewater Elementary School

Toledo Federation of Teachers
- o Mrs. Francine Lawrence, Teacher
  McKinley/Crossgates/Newbury Elementary
- o Mrs. Deborah Sacks, Teacher
  McTigue Junior High School

Toledo Public Schools
- o Mr. Crystal Ellis, Deputy Superintendent, Co-chairman
- o Mr. Robert Roman, Executive Director
  Secondary Education
- o Mrs. Zephyr Taylor, Executive Director
  Elementary Education

University of Toledo
- o Dr. Thomas C. Gibney, Professor of Education
  College of Education and Allied Professions
- o Dr. Mary Jo Henning, Department Chairman
  Secondary Education

Technical Support
- o Mr. Craig Cotner, Director
  Planning and Development
  Toledo Public Schools
- o Mr. William Garrison, Coordinator
  Research and Data Analysis
  Toledo Public Schools

## COMMITTEE ORIGIN AND PURPOSE

In response to two factors, 1) the growing national concern about the quality and status of the nation's elementary and secondary educational system and 2) the widespread realization that significant improvements in these educational institutions can best be made through partnerships involving school districts and universities, the Partnership Committee for Teaching was created in March of 1984. This committee, which evolved out of discussions among the Superintendents of the Toledo Public Schools and the Toledo Catholic Schools Office and the College of Education Deans from the University of Toledo and Bowling Green State University, was given the charge of "identifying collaborative means to improve teacher importance."

In order to ensure that the Partnership Committee for Teaching comprised a good cross section of the education profession, each of the following institutions appointed two committee members:

- Toledo Public Schools,
- Toledo Federation of Teachers,
- Toledo Association of Administrative Personnel,
- Toledo Catholic Schools Office,
- Bowling Green State University, and
- University of Toledo.

In this same vein, it was determined that the best possible committee leadership could be provided by a cochair consisting of the Deputy Superintendent of the Toledo Public Schools and a university representative. The partnership committee, since shortly after its inception, has utilized such a cochair format.

# THE DEVELOPMENT OF PARTNERSHIP FOR TEACHING PROJECT

## APRIL, 1984 - FEBRUARY, 1986

I. First Six Months: April, 1984 - October, 1984

A. Discussed Areas of Concern Regarding Teacher Performance

1. Concerns common to all
2. Needs of teachers
3. Needs of education students

B. Interviewed Persons from Representative Groups

1. Public and parochial school teachers who were identified as superior teachers.
2. Public school teachers who work with first year teachers in the intern program.
3. Public school teachers who work in the consultation program
4. University personnel from both universities who supervise student teachers.
5. Capable public and private high school students who have chosen to enter teacher education.
6. Capable public and private high school students who considered becoming a teacher but who elected another profession.

C. Identified Ten Areas of Concern and Prioritized Them

D. Decided on Top Priority - To examine teacher preparation and in-service in the area of effective classroom management.

II. November, 1984 - May, 1985

A. Reviewed Current Research on Effective Classroom Management

B. Developed Survey Instruments

1. Purpose

a. To gather perceptions from classroom teachers and supervisors of teachers regarding aspects of classroom management each considered important.

b. To ascertain how each perceived the effectiveness of preparation in those specific skill areas considered important.

2. Distribution involved Toledo Public Schools, Toledo Catholic Schools, Bowling Green State University and the University of Toledo

a. area teachers

b. cooperating teachers

c. administrators

d. university faculty members

THE DEVELOPMENT OF PARTNERSHIP FOR TEACHING PROJECT

CONTINUED

3. Format of Survey
   a. listed forty-six classroom management skills
   b. required rating of each skill on the basis of importance to effective classroom management
4. Analyzed Survey Results

III. May, 1985 - February, 1986

A. Made Recommendations as a Result of Review of Research, Interviews, and Analysis of Surveys.

B. Received Approval from the Deans and Superintendents of the Four Participating Institutions for Further Committee Action.

C. Developed Two Subcommittees

1. One to develop a course of study in classroom management.
2. One to establish an inservice menu concentrating on effective classroom management.

PARTNERSHIP FOR TEACHING NEEDS ASSESSMENT

Results

Number Distributed 13 Number Returned 9

| POINTS (The lower the number the higher the priority) | ITEMS |
|---|---|
| 28 | Examining teacher preparation in regards to effective classroom management. This would include such factors as discipline, assertiveness, direction giving, cultural and socio-economic traits, and room arrangement. |
| 46 | Examining the recruitment of quality candidates into colleges of education. For example, can schools and universities work together to increase the number of quality individuals who are entering teacher preparation programs? |
| 50 | Examining teacher preparation in regards to academic requirements in content areas. |
| 53 | Examining the professional problems of new and experienced teachers. For example, can the schools and universities build upon what has been learned through the intern and intervention programs? |
| 53 | Examining teacher preparation in regards to classroom observations and student teaching. This would include such factors as number of hours spent in the classroom, functions and responsibilities while in the classroom, sequencing hours and experiences, evaluation of classroom performance, and school/university cooperation. |
| 64 | Examining the professional relationships between teachers and building principals in promoting an effective teaching/learning environment. |
| 64 | Examining the personal qualities that are essential in an effective classroom teacher. For example, is it possible to identify personal qualities of an effective teacher? If so, can these qualities be be developed through instruction and supervised teaching experiences? |
| 65 | Examining teacher preparation in regards to presented methodology. This would include such factors as teaching techniques, planning skills, communication skills, and self and student evaluation skills. |
| 68 | Examining the teacher's status in our society. For example, why is teaching located on the lower end of the professional ladder? What can schools and universities do to raise the status of educators? |
| 78 | Examining teacher stress and/or burnout. For example, what are the symptoms and can the schools and universities deal with the problem and causes more effectively? |

Toledo Public Schools

Catholic School Services

The University of Toledo

Bowling Green State University

Dear Colleague:

The Toledo Public Schools, Toledo Diocesan Office, and the Colleges of Education from Bowling Green State University and the University of Toledo are currently involved in an important, collaborative venture. These educational institutions are exploring, through a partnership committee, a variety of issues that relate to both the preparation of prospective teachers and the inservicing of practicing teachers.

One educational issue which the partnership committee is presently investigating is effective classroom management. This investigation, which centers upon identifying the skills necessary for effective classroom management and the degree of preparation which prospective teachers receive in the implementation of these skills, requires locally generated data.

It is in this area of data generation that your assistance is requested. Please review, complete, and return in the enclosed envelope the attached survey. (This survey has been sanctioned by the participating institutions and affected bargaining units.)

Data generated through this survey will be the foundation upon which recommendations concerning the teaching of effective classroom management skills are developed. These recommendations will be presented to the participating institutions for study and possible implementation.

Thank you for giving your time and effort in the completion and return of this survey instrument. Through our cooperative efforts a truly meaningful impact will be made in the area of effective classroom management.

Sincerely,

Hugh T. Caumartin
Superintendent
Toledo Public Schools

Dr. Sandra Packard
Dean, College of Education
Bowling Green State University

Dr. Phillip J. Rusche
Dean, College of Education
University of Toledo

Reverend Dr. John A. Thomas
Superintendent
Catholic School Services



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# CLASSROOM MANAGEMENT SURVEY

## DEMOGRAPHIC INFORMATION

Check in each of the following demographic items the category that most accurately reflects your professional experience:

1. Grade level currently teaching
   ____ K-3 ____ 7-8
   ____ 4-6 ____ 9-12
2. Area currently teaching
   ____ vocational
   ____ academic
   ____ special education
   ____ other (specify)_____
3. Number of years of teaching experience. (Please exclude substituting and student teaching)
   ____ 1-2
   ____ 3-5
   ____ 6-10
   ____ 11-20
   ____ 21-30
4. Degree (s) earned
   ____ no degree
   ____ bachelors
   ____ masters
   ____ specialists
   ____ doctorate
5. Institution granting baccalaureate degree _____
6. Year baccalaureate degree received _____
7. Baccalaureate degree earned in what area? (Leave blank if not holder of a bachelor degree)
   ____ education
   ____ other (specify)_____
8. Currently teaching in a:
   ____ public school
   ____ nonpublic school

### *SURVEY INSTRUMENT DIRECTIONS*

1. *Read carefully each listed classroom management skill.*
2. *Indicate the IMPORTANCE of each skill to effective classroom management on a 1 through 5 point continuum (1 represents the most important skills and 5 the least important skills).*
3. *Indicate the degree of PREPARATION you received during university courses and/or field experience for effective administration of each skill area.*
4. *Return the completed survey in the enclosed envelope no later than March 18, 1985.*

***THANK YOU FOR RESPONDING TO THIS SURVEY.***

**KEY**

**IMPORTANCE OF SKILL**

1 = Most Important
2 =
3 =
4 =
5 = Least Important

**KEY**

**PREPARATION**

E = Extensive
C = Considerable
M = Minimal
N = Not at all

## PRO-ACTIVE TEACHER SKILLS

| (Circle one) | | | | | | (Circle one) |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. Using a variety of behavior modification techniques | E C M N |
| 1 | 2 | 3 | 4 | 5 | 2. Dealing with an individual student while at the same time observing the entire classroom | E C M N |
| 1 | 2 | 3 | 4 | 5 | 3. Establishing clear expectations | E C M N |
| 1 | 2 | 3 | 4 | 5 | 4. Monitoring the classroom regularly so that potentially disruptive behavior can be dealt with quickly | E C M N |
| 1 | 2 | 3 | 4 | 5 | 5. Informing students of the consequences of misbehavior | E C M N |
| 1 | 2 | 3 | 4 | 5 | 6. Enforcing firmly, fairly, and consistently established rules | E C M N |
| 1 | 2 | 3 | 4 | 5 | 7. Using incentive techniques and token/reward systems | E C M N |
| 1 | 2 | 3 | 4 | 5 | 8. Providing clear direction for pre-bell behavior and activities | E C M N |
| 1 | 2 | 3 | 4 | 5 | 9. Establishing traffic patterns for smooth movement throughout the classroom | E C M N |
| 1 | 2 | 3 | 4 | 5 | 10. Involving students in the establishment of classroom rules | E C M N |
| 1 | 2 | 3 | 4 | 5 | 11. Seating students strategically throughout the classroom | E C M N |
| 1 | 2 | 3 | 4 | 5 | 12. Eliminating free time at the beginning of the school year | E C M N |
| 1 | 2 | 3 | 4 | 5 | 13. Eliminating free time at the beginning and ending of the class period | E C M N |
| 1 | 2 | 3 | 4 | 5 | 14. Establishing and practicing classroom rules and procedures within the first week of class | E C M N |
| 1 | 2 | 3 | 4 | 5 | 15. Using a variety of nonverbal communication (i.e., eye contact, touch, and movement throughout the room) | E C M N |

**KEY**

**IMPORTANCE OF SKILL**

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5 = Least Important

**KEY**

**PREPARATION**

E = Extensive
C = Considerable
M = Minimal
N = Not at all

## REACTIVE TEACHER SKILLS

| (Circle one) | | | | | | (Circle one) |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 16. Using detention and other noncorporal, punitive techniques | E C M N |
| 1 | 2 | 3 | 4 | 5 | 17. Using corporal punishment. | E C M N |
| 1 | 2 | 3 | 4 | 5 | 18. Using suspension and expulsion | E C M N |
| 1 | 2 | 3 | 4 | 5 | 19. Using physical restraint of students | E C M N |
| 1 | 2 | 3 | 4 | 5 | 20. Using time out | E C M N |
| 1 | 2 | 3 | 4 | 5 | 21. Resolving conflict among students appropriately | E C M N |
| 1 | 2 | 3 | 4 | 5 | 22. Using mild reprimands | E C M N |
| 1 | 2 | 3 | 4 | 5 | 23. Using harsh reprimands | E C M N |
| 1 | 2 | 3 | 4 | 5 | 24. Employing problem-solving classroom meetings | E C M N |
| 1 | 2 | 3 | 4 | 5 | 25. Ignoring inappropriate behavior | E C M N |
| 1 | 2 | 3 | 4 | 5 | 26. Employing levels of consequences, which increase in severity with each succeeding incident, for inappropriate behavior | E C M N |

## SKILLS WHICH ESTABLISH CLASSROOM CLIMATE

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 27. Developing a safe, orderly environment | E C M N |
| 1 | 2 | 3 | 4 | 5 | 28. Using positive reinforcement | E C M N |
| 1 | 2 | 3 | 4 | 5 | 29. Creating a classroom atmosphere conducive to learning | E C M N |
| 1 | 2 | 3 | 4 | 5 | 30. Displaying empathy | E C M N |
| 1 | 2 | 3 | 4 | 5 | 31. Conveying genuineness | E C M N |
| 1 | 2 | 3 | 4 | 5 | 32. Treating students equally | E C M N |
| 1 | 2 | 3 | 4 | 5 | 33. Establishing and maintaining group cohesiveness and student desire to be a member | E C M N |
| 1 | 2 | 3 | 4 | 5 | 34. Using a variety in pitch, rate, and volume of voice | E C M N |

**KEY**

**IMPORTANCE OF SKILL**

1 = Most Important
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**KEY**

**PREPARATION**

E = Extensive
C = Considerable
M = Minimal
N = Not at all

## INSTRUCTIONAL SKILLS THAT ARE PART OF CLASSROOM MANAGEMENT

| (Circle one) | | | | | | | (Circle one) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 35. | Exhibiting "group focus" (i.e., using both large and small group instruction to work toward identified goals) | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 36. | Developing accountability for schoolwork among students | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 37. | Employing varied and appropriately difficult seatwork | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 38. | Providing and informing students of options available upon completion of assigned tasks | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 39. | Giving clear directions | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 40. | Using a variety of instructional strategies | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 41. | Planning organized lessons | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 42. | Establishing academic/learning standards | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 43. | Overplanning rather than underplanning | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 44. | Using instructional time fully | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 45. | Promoting active student involvement rather than passive, nonparticipatory learning | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 46. | Pacing lessons to coincide with students understanding | E | C | M | N |

OPEN END QUESTION:

What types of assistance would help with classroom management problems?
Be as specific as possible.

# CLASSROOM MANAGEMENT SURVEY

## DEMOGRAPHIC INFORMATION

**Check those following categories that best match your current professional status with respect to teacher training and/or supervision:**

____ **Consulting teacher (participating in the Toledo Public Schools' Intern-Intervention Program or Teacher Consultation Program)**

____ **Diocesan consultant**

____ **Elementary building administrator who has supervised a first or second year teacher during the last three years**

____ **Junior high building administrator who has supervised a first or second year teacher during the last three years**

____ **Senior high building administrator who has supervised a first or second year teacher during the last three years**

____ **Cooperating teacher having an assigned student teacher during the winter or spring or fall quarters of 1984**

____ **Special Education supervisor**

____ **University instructor**

____ **University supervisor of student teachers during the winter or spring or fall quarters of 1984**

____ **Other (please specify)**

Check the following category that reflects your years of elementary and/or secondary teaching experience:

____ 0 ____ 1-2

____ 3-5 ____ 6-10

____ 11-20 ____ 21-30

### *SURVEY INSTRUMENT DIRECTIONS*

1. *Read carefully each listed classroom management skill.*
2. *Indicate the IMPORTANCE of each skill to effective classroom management on a 1 through 5 point continuum (1 represents the most important skills and 5 the least important skills).*
3. *Indicate the degree to which effective IMPLEMENTATION of each skill is a problem for student teachers and/or first and second year teachers.*
4. *Return the completed survey in the enclosed envelope no later than March 18, 1985.*

***THANK YOU FOR RESPONDING TO THIS SURVEY.***

**KEY**

**IMPORTANCE OF SKILL**

1 = Most Important
2 =
3 =
4 =
5 = Least Important

**KEY**

**PROBLEM WITH IMPLEMENTATION**

E = Extensive
C = Considerable
M = Minimal
N = Not at all

## PRO-ACTIVE TEACHER SKILLS

| (Circle one) | | | | | | (Circle one) |
|---|---|---|---|---|---|---|
| 1 2 3 4 5 | 1. | Using a variety of behavior modification techniques | | | | E C M N |
| 1 2 3 4 5 | 2. | Dealing with an individual student while at the same time observing the entire classroom | | | | E C M N |
| 1 2 3 4 5 | 3. | Establishing clear expectations | | | | E C M N |
| 1 2 3 4 5 | 4. | Monitoring the classroom regularly so that potentially disruptive behavior can be dealt with quickly | | | | E C M N |
| 1 2 3 4 5 | 5. | Informing students of the consequences of misbehavior | | | | E C M N |
| 1 2 3 4 5 | 6. | Enforcing firmly, fairly, and consistently established rules | | | | E C M N |
| 1 2 3 4 5 | 7. | Using incentive techniques and token/reward systems | | | | E C M N |
| 1 2 3 4 5 | 8. | Providing clear direction for pre-bell behavior and activities | | | | E C M N |
| 1 2 3 4 5 | 9. | Establishing traffic patterns for smooth movement throughout the classroom | | | | E C M N |
| 1 2 3 4 5 | 10. | Involving students in the establishment of classroom rules | | | | E C M N |
| 1 2 3 4 5 | 11. | Seating students strategically throughout the classroom | | | | E C M N |
| 1 2 3 4 5 | 12. | Eliminating free time at the beginning of the school year | | | | E C M N |
| 1 2 3 4 5 | 13. | Eliminating free time at the beginning and ending of the class period | | | | E C M N |
| 1 2 3 4 5 | 14. | Establishing and practicing classroom rules and procedures within the first week of class | | | | E C M N |
| 1 2 3 4 5 | 15. | Using a variety of nonverbal communication (i.e., eye contact, touch, and movement throughout the room) | | | | E C M N |

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## REACTIVE TEACHER SKILLS

| (Circle one) | | | | | | | (Circle one) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 16. | Using detention and other noncorporal, punitive techniques | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 17. | Using corporal punishment. | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 18. | Using suspension and expulsion | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 19. | Using physical restraint of students | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 20. | Using time out | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 21. | Resolving conflict among students appropriately | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 22. | Using mild reprimands | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 23. | Using harsh reprimands | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 24. | Employing problem-solving classroom meetings | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 25. | Ignoring inappropriate behavior | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 26. | Employing levels of consequences, which increase in severity with each succeeding incident, for inappropriate behavior | E | C | M | N |

## SKILLS WHICH ESTABLISH CLASSROOM CLIMATE

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 27. | Developing a safe, orderly environment | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 28. | Using positive reinforcement | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 29. | Creating a classroom atmosphere conducive to learning | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 30. | Displaying empathy | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 31. | Conveying genuineness | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 32. | Treating students equally | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 33. | Establishing and maintaining group cohesiveness and student desire to be a member | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 34. | Using a variety in pitch, rate, and volume of voice | E | C | M | N |

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E = Extensive
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## INSTRUCTIONAL SKILLS THAT ARE PART OF CLASSROOM MANAGEMENT

| (Circle one) | | | | | | | (Circle one) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 35. | Exhibiting "group focus" (i.e., using both large and small group instruction to work toward identified goals) | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 36. | Developing accountability for schoolwork among students | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 37. | Employing varied and appropriately difficult seatwork | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 38. | Providing and informing students of options available upon completion of assigned tasks | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 39. | Giving clear directions | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 40. | Using a variety of instructional strategies | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 41. | Planning organized lessons | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 42. | Establishing academic/learning standards | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 43. | Overplanning rather than underplanning | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 44. | Using instructional time fully | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 45. | Promoting active student involvement rather than passive, nonparticipatory learning | E | C | M | N |
| 1 | 2 | 3 | 4 | 5 | 46. | Pacing lessons to coincide with students understanding | E | C | M | N |

OPEN END QUESTION:

What types of assistance in classroom management would help the personnel you have taught or supervised? Be as specific as possible.

CLASSROOM MANAGEMENT SURVEY (MARCH, 1985)
DEMOGRAPHICS

TEACHERS: 425 RESPONSES OUT OF 944 SURVEYS MAILED (45%)

| 1. GRADE LEVEL | | 2. AREA | | 3. YEARS EXP | |
|---|---|---|---|---|---|
| K-3 | 120 | VOCATIONAL | 33 | 1-2 | 24 |
| 4-6 | 100 | ACADEMIC | 268 | 3-5 | 50 |
| 7-8 | 71 | SPEC ED | 46 | 6-10 | 94 |
| 9-12 | 123 | OTHER | 52 | 11-20 | 171 |
| | | | | 21-30 | 75 |

| 4. DEGREE | | 5. INSTITUTION | | 6. YEAR GRAD | |
|---|---|---|---|---|---|
| NON | 1 | U.T. | 183 | MEAN | 1969 |
| B.A. | 232 | B.G.S.U. | 69 | MEDIAN | 1970 |
| M.A. | 158 | OTHER OHIO | 97 | MODE | 1973 |
| SPEC | 19 | OTHER | 60 | | |
| PH.D. | 3 | | | | |

| 7. DEGREE AREA | | 8. SCHOOL SYSTEM | |
|---|---|---|---|
| EDUCATION | 347 | PUBLIC | 292 |
| OTHER | 58 | NONPUBLIC | 113 |

SUPERVISORS: 213 RESPONSES OUT OF 327 SURVEYS MAILED (65%)

1. PROFESSIONAL STATUS

| | |
|---|---|
| 11 | CONSULTING TEACHER |
| 3 | DIOCESAN CONSULTANT |
| 43 | ELEMENTARY BUILDING ADMINISTRATOR |
| 3 | JUNIOR HIGH BUILDING ADMINISTRATOR |
| 13 | SENIOR HIGH BUILDING ADMINISTRATOR |
| 63 | COOPERATING TEACHER |
| 2 | SPECIAL EDUCATION SUPERVISOR |
| 61 | UNIVERSITY INSTRUCTOR |
| 11 | UNIVERSITY SUPERVISOR OF STUDENT TEACHERS |
| 3 | OTHER |

2. ELEMENTARY/SECONDARY TEACHING EXPERIENCE

| | |
|---|---|
| 2 | 0 YEARS |
| 6 | 1-2 YEARS |
| 27 | 3-5 YEARS |
| 40 | 6-10 YEARS |
| 83 | 11-20 YEARS |
| 52 | 21-30 YEARS |

CLASSROOM MANAGEMENT STUDY (MARCH, 1985)

SKILLS IDENTIFIED AS IMPORTANT BY ALL PARTIES CROSSED BY EXTENT OF PROBLEM AS RECOGNIZED BY BOTH SUPERVISORS AND COOPERATING TEACHERS, AND EXTENT OF PREPARATION

| | | COOPERATING TEACHERS & SUPERVISORS | |
|---|---|---|---|
| | | CONSIDERABLE PROBLEM | MINIMAL PROBLEM |
| TEACHERS | MINIMAL PREPARATION | 2<br>4<br>21 | 5 |
| | CONSIDERABLE PREPARATION | 3<br>6<br>36<br>39 | 40<br>42<br>43<br>45<br>46 | 30<br>31 |

LISTING OF SKILL AREAS NOTED ABOVE

| Number | Skill |
|---|---|
| 2 | Dealing with an individual student while at the same time observing the entire classroom |
| 3 | Establishing clear expectations |
| 4 | Monitoring the classroom regularly so that potentially disruptive behavior can be dealt with quickly |
| 5 | Informing students of the consequences of misbehavior |
| 6 | Enforcing firmly, fairly, and consistently established rules |
| 21 | Resolving conflict among students appropriately |
| 30 | Displaying empathy |
| 31 | Conveying genuineness |
| 36 | Developing accountability for schoolwork among students |
| 39 | Giving clear directions |
| 40 | Using a variety of instructional strategies |
| 42 | Establishing academic/learning standards |
| 43 | Overplanning rather than underplanning |

45 Promoting active student involvement rather than passive, nonparticipatory learning

46 Pacing lessons to coincide with students understanding

PARTNERSHIP COMMITTEE FOR TEACHERS

POSITION PAPER

SURVEYS

Following almost one year of interviews, literature reviews, and discussions, the Partnership Committee for Teaching settled upon classroom management as the area of initial focus. The committee determined that both existing classroom management preparation techniques and implementation strategies must be scrutinized for effectiveness. Where necessary, recommendations for improvements would be developed.

As an initial step in this process, the partnership committee developed, distributed, and analyzed the results from two surveys on classroom management skills. One survey was designed for distribution to current classroom teachers in the Toledo public and parochial schools. The second survey was prepared for dispersal to current supervisors of new and/or student teachers. Both surveys were administered during the 1984-85 school year.

Each survey listed the same 46 classroom management skills. Both surveys required ratings for each skill on the basis of importance to effective classroom management. The teachers' survey also requested the amount of preservice preparation received for each listed skill while the supervisors' survey sought to identify those skills difficult to implement for new or student teachers.

The teachers' survey was sent out to a random sample of 944 public and parochial teachers. Forty-five percent (425) of these teachers returned completed surveys. All 327 identifiable supervisors of new and student teachers received a survey. Out of this total sixty-five percent (213) of the surveys were completed.

Initial analysis of the survey results involved identifying those skills both teachers and supervisors considered important to effective classroom management. Once these important classroom management skills were determined, further analysis focused upon preservice preparation and implementation.

The general interpretation of these analyses indicated that while colleges of education touch on those skills deemed essential to effective classroom management, a more comprehensive preservice approach must be adopted if student and new teachers are to be proficient in classroom management. Responses to the open-ended question regarding assistance needed in classroom management confirmed this finding.

The twelve classroom management areas identified on the partnership committee's surveys as important but difficult to implement are:

- Dealing with an individual student while at the same time observing the entire classroom;

- Monitoring the classroom regularly so that potential disruptive behavior can be dealt with quickly;

- Establishing clear expectations;

- Enforcing firmly, fairly, and consistently established rules;
- Resolving conflict among students appropriately;
- Developing accountability for schoolwork among students;
- Giving clear directions;
- Using a variety of instructional strategies;
- Establishing academic/learning standards;
- Over planning rather than under planning;
- Promoting active student involvement rather than passive, nonparticipatory learning; and
- Pacing lessons to coincide with student understanding.

PRESERVICE COURSE IN CLASSROOM MANAGEMENT STRATEGIES

In response to the survey results described above, a subcommittee reported that the establishment of a preservice classroom management course was viewed as needed and possible at both The University of Toledo and Bowling Green State University. To achieve maximum impact, the subcommittee stated, this course must be developed and implemented through the cooperative efforts of university personnel and practicing teachers, and the course cannot be limited to lectures, tests, and discussions. A portion of the course must be spent in the field observing and practicing exemplary classroom management strategies. The subcommittee also dealt with procedures for developing such a course. A working committee composed or representatives from each institution, e.g., practicing teachers and university personnel who have expertise in the area of classroom management, must be formed. This working committee will design and bring to the Partnership Committee for Teaching a course model with three components. The first component will be flexibility. The course model must be adaptable to the needs and organizational structure of each participating institution. Equal access will be the second component. Practicing teachers must be allowed to participate as peers in the development and instruction of the course while university personnel and students must be allowed access to classrooms. (Those teachers agreeing to work with university students should receive intensive inservice in the area of classroom management.) The last component will be effectiveness. The developed course must address in a meaningful manner those classroom management concerns which the survey indicated as being problems for student and new teachers.

PARTNERSHIP COMMITTEE FOR TEACHING RECOMMENDATION

The Partnership Committee for Teaching recommends that the concept of a preservice course in classroom management strategies detailed above be endorsed by the four, participating institutions, and that the partnership committee be sanctioned to proceed with establishing a working committee. The charge of this working committee will be to develop for review by the Partnership Committee for Teaching a course for prospective teachers on classroom management strategies. This developed course must not only meet the guidelines established by the

subcommittee that studied this issue, but also be approved by the partnership committee before being taken to Bowling Green State University, the Catholic School Services Office, the Toledo Public Schools, and The University of Toledo for study and possible piloting.

# PARTNERSHIP COMMITTEE FOR TEACHING

## PROCESS FLOW CHART